

THE STUDENT EDUCATIONAL AND OCCUPATIONAL PLAN  
AND COMPREHENSIVE GUIDANCE IN UTAH SCHOOLS

By

John C. Kimball, John L. Gardner, and Robert L. Ellison

IBRIC

The Institute for Behavioral Research in Creativity

Submitted to: R. Lynn Jensen, Coordinator  
Integrated Curriculum and Student Services  
Applied Technology Education  
Utah State Office of Education  
250 East 500 South  
Salt Lake City, Utah 84111

Submitted by: Robert L. Ellison, Research Director  
IBRIC  
The Institute for Behavioral Research in Creativity  
1570 South 1100 East  
Salt Lake City, Utah 84105

January, 1995



# TABLE OF CONTENTS

	Page
List of Exhibits	ii
EXECUTIVE SUMMARY .....	i
INTRODUCTION .....	1
METHODOLOGY .....	1
Surveys .....	1
Interviews .....	2
SURVEY RESULTS .....	2
Clarity of Purpose .....	3
Information Management .....	3
Assessment Instruments .....	4
Parental Involvement .....	5
Community Involvement .....	6
Use of Resources .....	6
Extent of Student Services .....	8
Coordination of Programs .....	9
CONCLUSION .....	9
REFERENCES .....	11
APPENDICES .....	13
A Comprehensive Guidance and the Seop Process: A Survey for Counselors	
B A Report of Interviews with School Counselors	
C Percent of Schools Responding to the Item Alternatives of the Survey	

## LIST OF EXHIBITS

---

Exhibit		Page
1	Percent of Schools Reporting the Use of Selected Methods in Support of Their SEOP Program .....	3
2	Percent of High Schools Reporting Inclusion of Selected Kinds of Information in SEOP Files .....	4
3	Percent of Schools Reporting the Use of Certain Aptitude or Interest Inventories .....	5
4	Percent of Schools Reporting Use of Selected Methods to Inform Parents about Career Exploration Activities .....	6
5	Percent of Schools Reporting How Community Members Are Involved in the SEOP Process .....	6
6	Percent of Schools Giving High Ratings to Selected Resources Used for Introducing Career Choices .....	7
7	Selected Characteristics of Student Plans .....	8
8	Percent of Schools Reporting Kinds of Positive Change Due to Comprehensive Guidance .....	9

# The Student Educational and Occupational Plan (SEOP) and Comprehensive Guidance in Utah Schools

---

## EXECUTIVE SUMMARY

### *Introduction*

Program funding to create and sustain Comprehensive Guidance programs has been available since July of 1993; to this point, 49 Utah schools have taken advantage of the opportunities afforded by it. With this group of schools as a testing ground, questions arise such as: In what ways has this funding affected these schools? How much have career-related services and resources (such as the SEOP) been improved due to the funding? And, have counselors become more available for students?

The aim of this project has been to find answers to these questions through surveys and interviews focusing on the impact of Comprehensive Guidance on students, counselors, parents, communities, etc., and how the SEOP and other career-related activities have been benefitted. Results were in many respects very positive, showing that Comprehensive Guidance has brought widespread improvements. The results also pointed to areas that could be further improved in many schools and to generally felt needs that should be addressed.

### *Methodology*

A survey entitled *Comprehensive Guidance and the SEOP Process: A Survey for Counselors* was created by researchers from the Institute for Behavioral Research in Creativity (IBRIC) and personnel from the Utah State Office of Education. The survey was sent to counselors at the 49 schools which had qualified for Comprehensive Guidance funding prior to October 15, 1994. This sample included 11 junior high or middle schools and 38 high schools throughout the state.

To supplement the survey results and gather more detailed information about actual SEOP practices and products, a group of counselors was selected to participate in interviews. Six schools were chosen to participate in this more extensive information gathering activity. The schools included three high schools and three junior high schools selected from urban and rural areas.

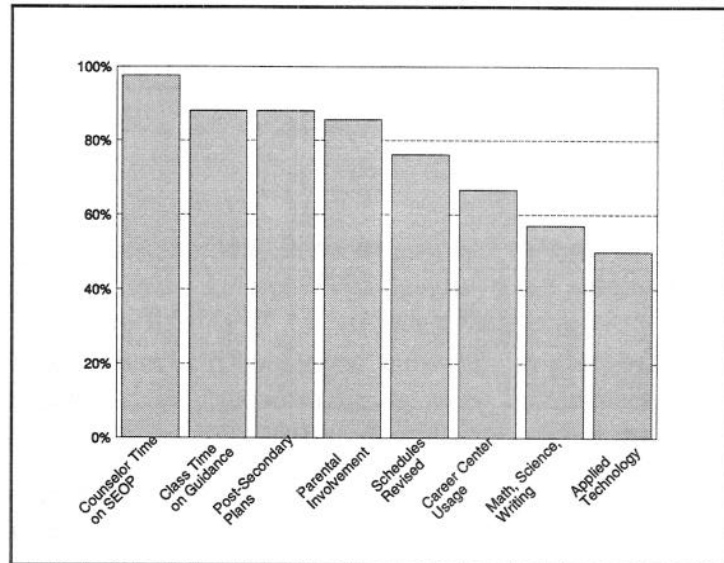
### *Results*

Of the 49 schools invited to participate in the study, 42 completed the survey (86% of the sample, an excellent return rate). Survey results indicated that many impressive efforts have been made to improve SEOP programs. According to the survey results, nearly all schools conduct individualized SEOP conferences with all students, have students develop four or five year plans that are revised annually, and administer aptitude or interest inventories to students.

Perhaps most impressive is the percent of schools reporting a broad range of improvements in SEOP and career-related activities as a result of implementation of the Comprehensive Guidance model. As the exhibit illustrates, the programs and additional funding have impacted many areas critical to student development (especially career-centered development), and the programs have more fully involved many participants in the educational and occupational planning process. For instance, 74% of schools indicate that parents and students review SEOP information together.

Additionally, 100% of schools have students complete or review SEOP plans in their 10th grade year, and in each year from 7th to 12th grade these plans are completed or reviewed in approximately 90% of schools.

Percent of Schools Reporting Kinds of Positive Change Resulting from the Comprehensive Guidance Model



Responses to the survey also indicate areas of focus for improving the SEOP process. Although almost all schools sampled reported more counselor time and resources have been devoted to SEOP activities with Comprehensive Guidance, the three most frequently mentioned overall obstacles also involved resources — time, money, and counselor to student ratio. This points to the fact that counselor responsibilities are increasing and suggests that counselor to student ratios should be focused on as a leverage point for further improving the SEOP process. Another possible solution to this problem is greater use of properly trained faculty advisors (mentioned specifically as program strengths by five of the surveyed schools). Remaining obstacles mentioned by the respondents involved support from different participants, including involvement/support of administration, district support, and faculty commitment. To address this issue, districts and administrations should receive more information on the positive effects of Comprehensive Guidance and should be encouraged to fully support its implementation.

The survey results showed a number of other items that could be utilized by more schools; these include inservice/training on SEOP processes, programs integrated from elementary through high school, written evaluations for students in exit interviews, tracking of numbers and percentages of students of various career types, and selection procedures for faculty advisors.

# The Student Educational and Occupational Plan (SEOP) and Comprehensive Guidance in Utah Schools

---

## INTRODUCTION

This project examined how SEOP (Student Educational and Occupational Plans) programs and processes have been developing in the schools throughout the state of Utah that have received funding to support Comprehensive Guidance program activities. The state has long had a policy that each secondary school should have students prepare an SEOP to guide their future development. Initially, many schools did the minimum necessary to comply with the state requirement. However, over the past few years, under the influence of the Comprehensive Guidance program, schools have taken the SEOP more seriously. A number of schools have created impressive formats for documenting student goals, plans, and progress. Other schools have developed computer programs to manage student data. Still other schools have expanded their career centers and developed valuable school-to-work programs with community employers. This project was designed to gather information about how schools were implementing their SEOP processes and programs. The study also examined how the Comprehensive Guidance program has contributed to improved SEOP processes in the past and how it can further contribute to continued improvement in the future.

## METHODOLOGY

### *Surveys*

A survey entitled *Comprehensive Guidance and the SEOP Process: A Survey for Counselors* (see Appendix A) was created by researchers from the Institute for Behavioral Research in Creativity (IBRIC) and personnel from the Utah State Office of Education. The survey covered issues that are important to the successful transition of students through school and into the work force. The survey was designed for two purposes:

- ◀ to gather information about current practices in Utah schools that have met Comprehensive Guidance standards, and
- ◀ to identify opportunities to strengthen SEOP practices in the future.

In the fall of 1994, a copy of the survey was sent to counselors at the forty-nine schools which had qualified for Comprehensive Guidance funding prior to October 15, 1994. This sample included 11 junior high or middle schools and 38 high schools throughout the state.

The survey covered a broad range of topics relevant to student planning. The following issues were of primary concern: What aptitude and achievement tests are administered and how are the results presented to students? In what format do students document their educational and occupational plans? How is information used by students, parents, counselors, and teachers? How are parents involved in the SEOP processes? How

are community organizations involved? To what extent are students supported in their SEOP efforts by counselors, teachers, and school administrators?

Along with the aforementioned topics, the survey was designed to determine how the Comprehensive Guidance program has benefited SEOP programs and processes in Utah schools. A series of open-ended questions was included as part of the survey to gather this information.

### *Interviews*

Interviews of counselors from selected schools were conducted to gather more detailed information about actual SEOP practices and products. Six schools were chosen to participate in this more extensive information gathering activity and were selected to represent the diversity of schools involved in the study. Six high schools and three junior high schools were selected from urban and rural areas. In the interviews, the counselors discussed their SEOP program and described how Comprehensive Guidance had affected the program. Counselors were also asked to describe characteristics unique to their schools. See Appendix B for a report of these interviews. The interviews confirmed the general results of the survey and illustrated how students are being served in many different ways as a result of the SEOP and Comprehensive Guidance activities.

## *SURVEY RESULTS*

To encourage their participation with open, accurate responses, participating counselors were instructed to mail the completed survey directly to the research organization. Completed surveys were received from 42 of the 49 schools invited to participate in the study. This was 86% of the sample, a highly satisfactory return rate. Survey results indicated that many impressive efforts have been made to improve SEOP programs. Nearly all of the responding schools conduct individualized SEOP conferences with all students, have students develop four or five year plans that are revised annually, and administer aptitude or interest inventories to students. The survey also identified distinguishing characteristics of different SEOP programs along with areas of general weakness across the state.

The information gathered from the survey was broken into eight general categories important to an effective SEOP process. These areas, elaborated below, include: Clarity of Purpose, Information Management, Assessment Instruments, Parental Involvement, Community Involvement, Use of Resources, Extent of Student Services, and Coordination of Programs. The percent responding to each alternative of the individual questions is presented in Appendix C.

All of the figures cited in the text and illustrated in the exhibits represent the total sample, except when specifically indicated otherwise. Exceptions occur in cases in which either junior high or high school figures would logically not be pertinent, such as the number of junior high schools coordinating with providers of internships. In these cases only the pertinent category is reported. The numbers and letters in parentheses refer to the question numbers in the survey presented in Appendix A (also presented, along with the

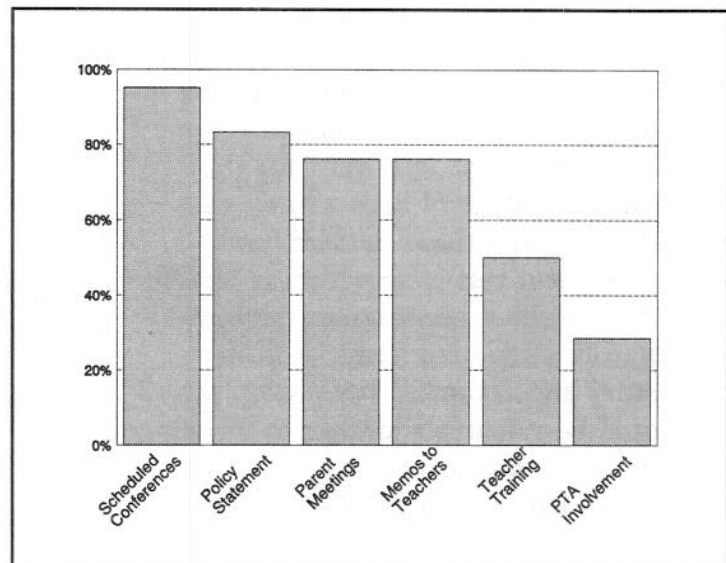
percent of the high school, junior high/middle school, and total samples choosing alternatives, in Appendix C).

### *Clarity of Purpose*

This category measures whether the SEOP program has clearly delineated goals and expected program outcomes and whether these are related to other educational goals at the school. It also helps answer the following questions: Do SEOP directors use the goals of the SEOP program to evaluate program effectiveness? Do parents, teachers, and community members understand and agree with SEOP goals and processes?

To begin, Exhibit 1 shows some specific ways in which schools promote the SEOP (1A-F). Essentially all schools hold scheduled conferences with parents, but other methods are less widely used. Two critical areas for improvement are illustrated, as increased emphasis of both teacher training and PTA involvement would add support for SEOP programs. The results also indicate administrative support which was confirmed by responses to other questions. For example, in 88% of the schools, administrators create and support school goals related to the SEOP (3C), and steering committees of counselors, educators, and/or parents have been organized in 88% of the responding schools (2A). These committees have been used to provide general guidance and to monitor progress toward SEOP goals.

Exhibit 1  
Percent of Schools Reporting the Use of Selected  
Methods in Support of Their SEOP Program



SEOP programs are continually being improved to achieve their goals in other ways as well. In 79% of the responding schools, counselors or teachers in advisory positions provide SEOP planners with feedback (2D), and in 71% of schools, students and parents provide assessments of SEOP programs to evaluate progress toward SEOP goals (2B). A possibility for feedback improvement lies in soliciting more written evaluations from students in exit interviews upon high school graduation, which is now done in only 21% of responding high schools (2C).

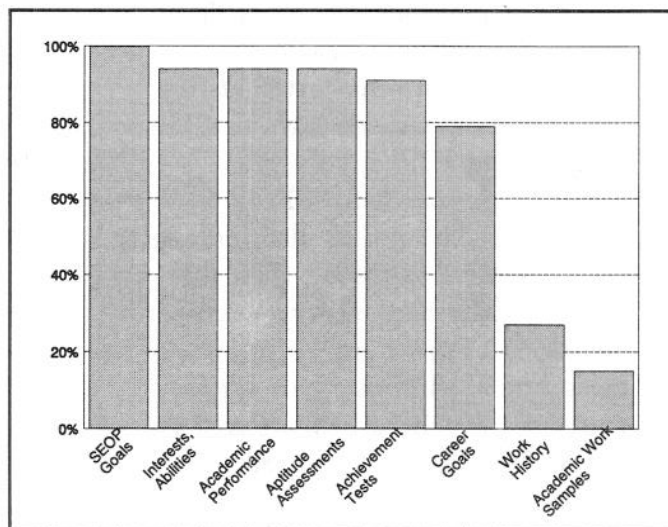
### *Information Management*

This category covers how information is gathered, stored, and used; who has access to the information; and how it is updated.

According to survey responses, 95% of the schools have all students develop a four or five year plan (5A). However, only 52% of the schools have developed computer programs to manage student SEOP information (7C). This is an area where progress is being made rapidly. With additional computerization, schools can track SEOP activities in other ways. For example, only 31% of the respondents chart student selection of courses to identify trends in student SEOP goals (7A). Interestingly, of those schools which have implemented the preceding SEOP characteristics, approximately half noted that involvement in the Comprehensive Guidance program contributed significantly to the implementation of that characteristic. Also, 88% of respondents stated that, since implementing the Comprehensive Guidance model, more students have developed post-secondary education or training plans (10D). This is a significant contribution, since each year of training after high school can be expected to add an average of 5% to a person's annual income (Reich, 1992).

Exhibit 2 shows the frequency of inclusion of certain kinds of information in high school SEOP files (12A-H). The information included is fairly comprehensive, although room for improvement does exist for the small percentage of high schools that did not include basic aptitude and achievement test information in SEOP files. Of more importance, the least frequently reported items — work history and academic work samples — would be valuable additions to SEOP files. Such information can be of real value when seeking employment or applying to some colleges.

Exhibit 2  
Percent of High Schools Reporting Inclusion of  
Selected Kinds of Information in SEOP Files

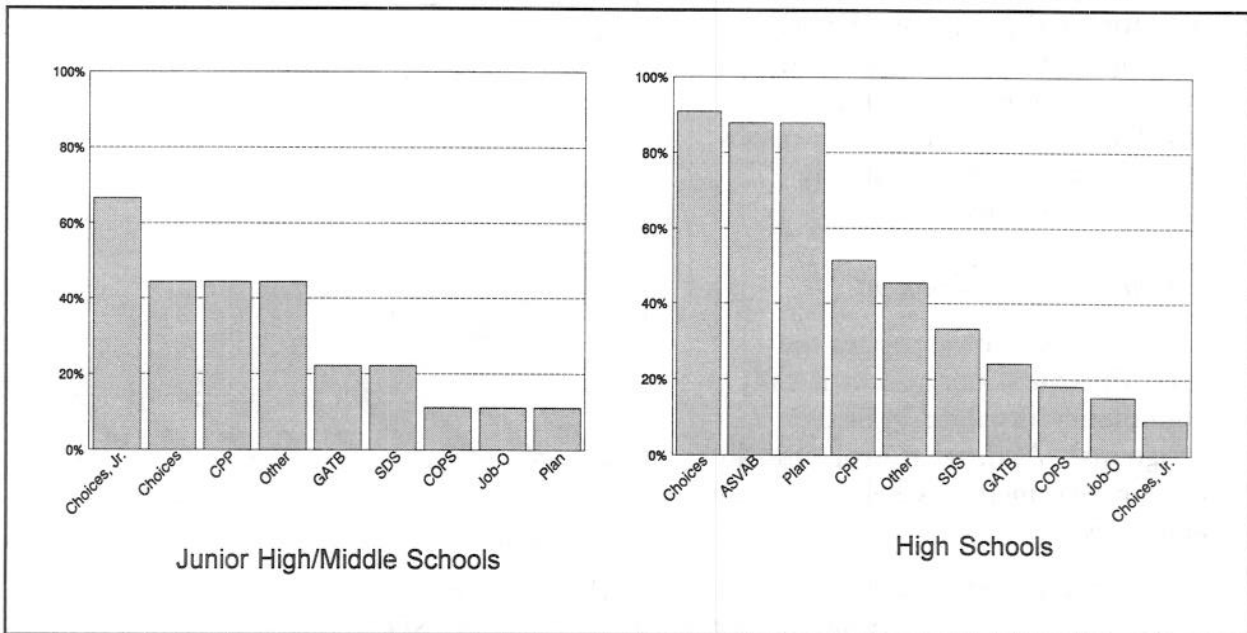


### Assessment Instruments

This section addresses the following concerns: What kinds of interest, aptitude, and achievement tests are administered to students? How are the results presented and interpreted to students? And how are the results used in the SEOP process?

The following exhibit shows the distribution of achievement and aptitude test usage for the junior high/middle and high schools that responded to the survey. In the junior high/middle schools, only *Choices, Jr.* was widely used, with *Choices*, the *CPP*, and other instruments being used by 44% of the schools. At the high school level, more instruments were used by more schools. The three most widely used instruments were *Choices*, *Plan*, and the *ASVAB*.

Exhibit 3  
Percent of Schools Reporting the Use of Certain Aptitude or Interest Inventories



Improvement could be made in emphasizing the connection between the SEOP and these tests, however, as only 67% of the high schools responding review SEOP information with students when results from aptitude tests are presented to them (13H), and only 52% review this information when presenting students with their achievement test results (13I).

### *Parental Involvement*

The parental involvement category includes the frequency with which parents meet with teachers, advisors, and counselors about their child's SEOP performance, as well as other ways in which parents become involved in career-related activities and programs.

Seventy-six percent of all responding schools reported that they organize meetings with parent groups to provide information about the SEOP process (1B), and 83% of schools indicated that 70% or more of parents attend SEOP conferences (23E). The interview results indicated that this is an important area for counselors as they are working to involve more parents in the SEOP process.

Comprehensive Guidance was shown to play a positive role in increasing parental involvement as 86% of the schools reported that more parents have become involved in the SEOP process since the Comprehensive Guidance model was implemented (10G). In the open-ended question about effects of Comprehensive Guidance, the most frequently mentioned positive effect was increased parental involvement, mentioned 15 times (28). Additionally, 74% of schools indicated that parents and students review SEOP information together (13D).

Exhibit 4 illustrates the frequency of use of different methods for informing parents about career-related activities and programs. District mailings, newsletters, and newspapers were used more often while PTA involvement in publicity for career-related activities is a relatively untapped resource.

### *Community Involvement*

This category addresses the following questions: How is the community involved in SEOP programs? And, what programs do community members help coordinate and carry out?

Of the surveyed schools, 71% reported they include community representatives on advisory or steering committees that review and manage SEOP processes (4E), and 79% of high school respondents coordinate with community providers of internships, cooperatives, registered apprenticeships, job shadowing, etc. (4C). Exhibit 5 displays the percentage of respondents reporting different ways their community members are involved in developing and improving the SEOP process. Community involvement in some activities was high, e.g., field trips, but community donations were rarely received. Only 14% of schools received financial donations from the community for career development activities/programs (4A), and only 21% received donations of computer programs, written material, or other resources for career development (4B). The use of community resources can help make education more relevant and, thus, represents an area where continued improvement is needed.

### *Use of Resources*

This category addresses whether students receive consistent, individual attention from career advisors throughout the school year; whether students have access to all career advisement resources and use them through multiple channels; and whether students and

Exhibit 4  
Percent of Schools Reporting Use of Selected Methods to Inform Parents about Career Exploration Activities

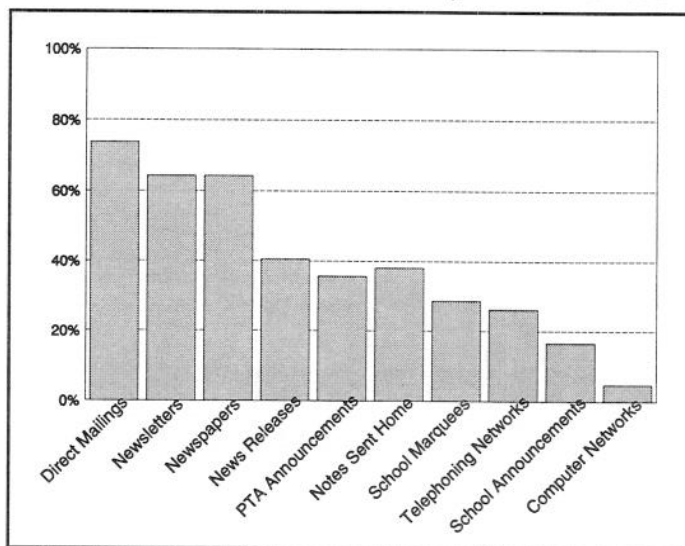
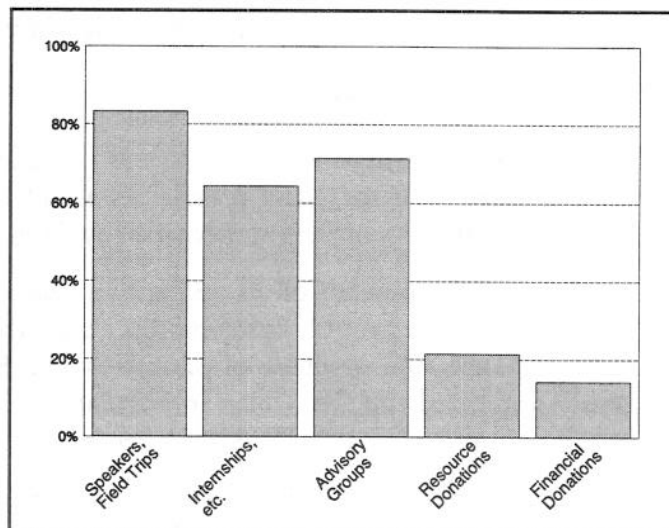


Exhibit 5  
Percent of Schools Reporting How Community Members Are Involved in the SEOP Process



parents are prepared to take full advantage of SEOP conferences, which are held periodically with high parental involvement.

According to the survey results, 100% of the schools expose students to a wide range of career options (6A). Ninety-five percent offer resource, bilingual, learning disabled, and at-risk students equal treatment in SEOP processes (6B), and 91% ensure that students meet individually with an advisor/counselor (6C). In 67% of the schools, classes are offered that are dedicated solely to career exploration/life skills (8A), and 88% of the schools provide information about students' career goals to teachers (8E). In 98% of the schools, students and counselors use computerized career information delivery systems (9A); and in 91% of responding schools, these systems are utilized by all students (9B). These are very positive results; they indicate that these schools are helping to meet the needs of their students. Additionally, one of the two most frequent responses to the open-ended question about programs strengths was teacher/advisor programs.

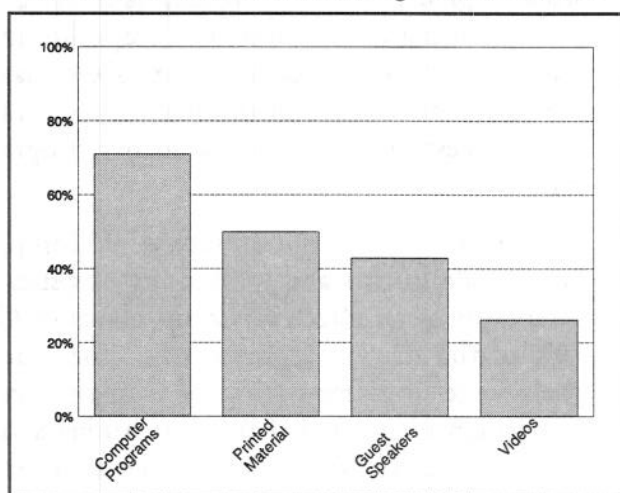
Comprehensive Guidance has made a difference in increasing the use of resources. Seventy-nine percent of responding high schools, for instance, reported that more students use the career center more frequently since implementation of Comprehensive Guidance (10A). Also, 88% reported that more class time has been devoted to guidance activities (10F), and in 98% of the schools, more counselor time or resources have been devoted to SEOP activities with Comprehensive Guidance (10H).

Responses to the open-ended questions also indicated Comprehensive Guidance had a positive effect on resource utilization. Four of the seven most frequently mentioned positive effects of Comprehensive Guidance fall into this category, including the initiation/improvement of SEOP individual sessions (10 responses), better computer/technical resources (10 responses), increased access to aptitude tests (9 responses), and valuable assistance provided by increased clerical staff (9 responses) (28).

As far as specific instructional resources go, as Exhibit 6 illustrates, a high rating was given to computer programs by the largest percentage of schools in rating the quantity and quality of different resources used for introducing students to career choices (15A-E). The high ratings of computer programs are representative of the present information age and the world of work students will be entering. For this reason computer resources in this and other areas should receive continual emphasis.

In career centers, 100% of high schools provide open access to career guidance software programs (16A); 97% of high schools post scholarship information in their career centers (16C); 79% post job placement information (16B); and, in 55% of high schools, all students receive a formal orientation to the career center (16E). Only 23% of the schools reported that 60% or less

Exhibit 6  
Percent of Schools Giving High Ratings to Selected  
Resources Used for Introducing Career Choices



of counselor time is spent working directly with students (18A), and the average reported time spent on the individual planning component of the SEOP by counselors was 34% (19).

### *Extent of Student Services*

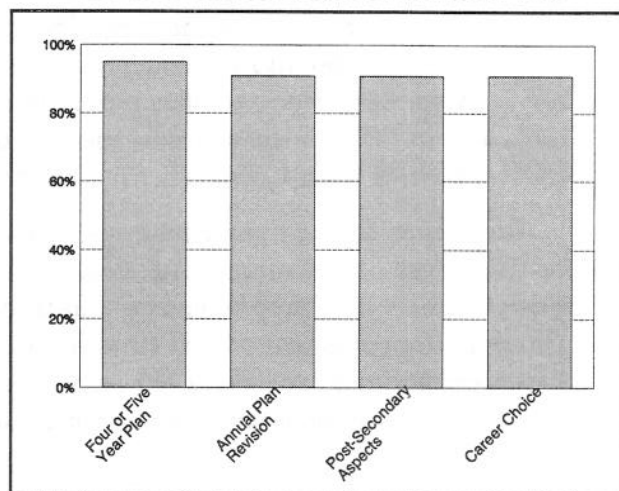
This category measured concerns and areas affected by counseling, including whether students create their own educational and post secondary plans, whether they have latitude to set goals in any area they want, and whether these goals are taken seriously. For example, do SEOP advisors document goals and follow up to encourage students to pursue "high" levels of achievement (high as defined by the student and advisor). This category also addressed integration of career-related activities with the SEOP and the extent to which the SEOP really influences educational planning.

Exhibit 7 presents characteristics of student plans that are typical of those in the responding schools. Ninety-five percent of the schools reported that all students develop a four or five year plan (5A). In 91% of these schools, students formally revise/extend their four/five year plans annually (5B); and 91% of the time, these plans address specific post-secondary activities/training (5C). This represents an important contribution to the developing students, for without access to these services and activities such plans would be difficult to formulate. The open-ended question on Comprehensive Guidance effects also showed positive effects on

student plans, with nine respondents specifically mentioning the implementation of four year planning as an effect of Comprehensive Guidance. In 91% of the schools, students select a job cluster, academy, or career major (6D), and this career focus is further strengthened in 82% of the high schools as school-to-work initiatives (registered apprenticeships, tech prep, academy programs, internships, etc) are linked to SEOP goals (6E).

Again, with implementation of Comprehensive Guidance, dramatic improvements have been made in this area. Nine respondents specifically mentioned increased student career awareness as an effect of Comprehensive Guidance on an open-ended question (28). And 76% of the schools reported that more students have revised their schedules based on SEOP goals since implementation of Comprehensive Guidance (10B). Additionally, 57% of the respondents reported that more students are enrolling in math, science, and writing classes (10C), but only 50% reported that more students are taking accelerated Applied Technology classes (10E).

Exhibit 7  
Selected Characteristics of Student Plans



### *Coordination of Programs*

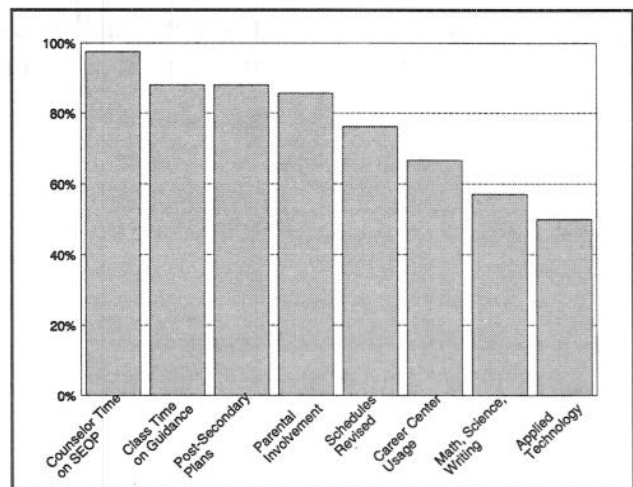
This category measured support of the SEOP by different groups, as well as coordination between the SEOP and different programs and feeder schools.

With regards to school administration support for the SEOP program, 88% of respondents create and support school goals related to SEOP (3C). However, improvement can be made in this area, as only 50% of schools organize special faculty meetings to discuss the SEOP (3A), and 60% provide/require inservicing on the SEOP program (3B). Comprehensive Guidance is well coordinated with the SEOP as, for instance, Guidance curriculum provides an orientation to SEOP conferences in 100% of responding schools (6F). Coordination with feeder schools is fair; 64% of high schools reported sharing of SEOP products with middle/junior high schools (24A), and 58% reported that guidance activities are coordinated with middle/junior high schools (24D). Likewise, middle/junior high schools reporting on their coordination with high schools reported positively 89% of the time for SEOP products sharing (24A) and 67% of the time for coordination of guidance activities (24D). Room for improvement exists in this area, both between high schools and junior high schools as well as with elementary schools where coordination is less prevalent. Reported district coordination and support for SEOP products and processes was fairly consistent across support categories, from inservice to curriculum to coordination, etc., as the percentage of schools reporting moderate or extensive district support for SEOP processes or products ranged from 60 to 80% in each specific category (25).

### *CONCLUSION*

Perhaps the most impressive results provided by the survey responses were the improvements in SEOP and career-related activities attributed to the implementation of the Comprehensive Guidance model, as seen in Exhibit 8. The program and additional funding have obviously impacted many areas critical to student development (especially career-centered development), and the program has more fully involved many participants in the educational and occupational planning process. As mentioned in the discussion of parental involvement for instance, the most frequently mentioned impact of Comprehensive Guidance according to the open-ended question responses was that it has increased parental involvement (15 respondents) (28). Seventy-four percent of the schools indicated that parents and students review SEOP information together (13D).

Exhibit 8  
Percent of Schools Reporting Kinds of Positive Change Due to Comprehensive Guidance



The survey also points to areas of focus for improving the SEOP process. One of the open-ended questions asked about the obstacles that hinder continued improvement, and the three most frequently mentioned obstacles involved resources, including time (16 times), money (8 respondents), and counselor to student ratio (7 respondents). The remaining obstacles mentioned more than twice involved support from different participants, including involvement/support of administration (4 times), district support (3 times), and faculty commitment (3 times) (29).

These responses suggest that counselor to student ratios should be focused on as a leverage point for further improving the SEOP process. These ratios may be moderately improving, and counselors may be aided by extra clerical support; however, counselor responsibilities are also increasing. Of course, this problem may also be ameliorated, and responsibilities further shared, by another possible solution pointed to by the survey results – greater use of properly trained faculty advisors (mentioned specifically as program strengths by five schools) (30). Enlisting the support of parents, community members, administration, and faculty members in helping to achieve SEOP goals is an important way for counselors to magnify their impact with limited additional funding. Additionally, to address the support issue, districts and administrations should receive more information on the positive effects of Comprehensive Guidance and should be encouraged to fully support its implementation.

Other specific items that could be utilized by more schools include inservice/training on SEOP processes, written evaluations for students in exit interviews, tracking of numbers and percentages of students of various career types, and selection procedures for faculty advisors.

Finally, it is important to remember that the schools included in this survey were schools where counselors and administrators have proactively pursued Comprehensive Guidance funding, valuing the objectives of the program and accomplishing a great deal to meet requirements and improve student services. The unfortunate reality is that these schools are most probably not representative of Utah schools as a whole. Although this issue was not part of the study, it is certain that at least some counselors and administrators in Utah are not presently interested in being involved with Comprehensive Guidance. That condition leads to the next challenge — how to energize and involve other schools in a program that has had such positive results within its present limited participant group.

## REFERENCES

Reich, R. (1992). *The work of nations*. New York: Random House.



## *APPENDICES*

---

- APPENDIX A: COMPREHENSIVE GUIDANCE AND THE SEOP PROCESS: A SURVEY FOR COUNSELORS
- APPENDIX B: A REPORT OF INTERVIEWS WITH SCHOOL COUNSELORS
- APPENDIX C: PERCENT OF SCHOOLS RESPONDING TO THE ITEM ALTERNATIVES OF THE SURVEY



APPENDIX A: COMPREHENSIVE GUIDANCE AND THE SEOP PROCESS: A  
SURVEY FOR COUNSELORS

---



# **COMPREHENSIVE GUIDANCE AND THE SEOP PROCESS**

## **A Survey for Counselors**

October 17, 1994

Circle the school level that you represent:    High School    Junior High

#### A. GOALS AND PREPARATION

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Do the following statements apply to your program?   | Yes                      | No                       |
| The school actively schedules SEOP conferences with parents (making personal phone calls when necessary)                              | <input type="checkbox"/> | <input type="checkbox"/> |
| The school organizes meetings (e.g., PTA, Orientation, Back-to-School Night, etc.) at which parents are informed about SEOP processes | <input type="checkbox"/> | <input type="checkbox"/> |
| The PTA helps contact and inform parents  | <input type="checkbox"/> | <input type="checkbox"/> |
| A policy statement or folder exists that precisely outlines the SEOP program  | <input type="checkbox"/> | <input type="checkbox"/> |
| All teachers receive memos about SEOP activities  | <input type="checkbox"/> | <input type="checkbox"/> |
| All teachers receive inservice/training on SEOP processes   | <input type="checkbox"/> | <input type="checkbox"/> |
| <br>2. Progress toward achieving the goals of the SEOP program is evaluated by:   | Yes                      | No                       |
| A steering committee of counselors, educators and/or parents  | <input type="checkbox"/> | <input type="checkbox"/> |
| Students' and parents' assessments of SEOP programs   | <input type="checkbox"/> | <input type="checkbox"/> |
| Written evaluations from students in exit interviews upon H.S. graduation   | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluations by counselors or teachers in advisory positions   | <input type="checkbox"/> | <input type="checkbox"/> |
| <br>3. What role does the school administration play in the SEOP program?   | Yes                      | No                       |
| Organize special faculty meetings   | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide/require inservicing on SEOP program   | <input type="checkbox"/> | <input type="checkbox"/> |
| Create and support school goals related to SEOP   | <input type="checkbox"/> | <input type="checkbox"/> |
| Participating in an active role in the SEOP process   | <input type="checkbox"/> | <input type="checkbox"/> |
| <br>4. Community members help develop and improve SEOP processes by:  | Yes                      | No                       |
| Donating money for career development activities/ programs  | <input type="checkbox"/> | <input type="checkbox"/> |
| Donating computer programs, written material, or other resources for career development   | <input type="checkbox"/> | <input type="checkbox"/> |
| Offering opportunities for internships, cooperatives, registered apprenticeships, job shadowing, etc.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Providing personnel for career fairs, guest speakers, or field trips  | <input type="checkbox"/> | <input type="checkbox"/> |
| Participating in groups (advisory or steering committee) that review and manage SEOP processes  | <input type="checkbox"/> | <input type="checkbox"/> |

## B. SEOP CHARACTERISTICS

Does the characteristic describe your SEOP process?

Check this box if the characteristic was added or refined as part of the CG\* program

\* CG—Comprehensive Guidance

Yes No

Added

### CHARACTERISTICS

#### **5. Student Plans**

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A four or five year plan is developed by all students                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students formally revise/ extend their four/five year plans annually   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | These plans address <i>specific</i> post-secondary activities/training |

#### **6. SEOP Processes**

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Resource, bilingual, learning disabled, and at-risk students receive equal treatment in SEOP processes                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students meet individually with an advisor/counselor  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All students select a job cluster, academy, or career major   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | School-to-work initiatives (registered apprenticeships, tech prep, academy programs, internships, etc) are linked to SEOP goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Guidance curriculum activities provide orientation to SEOP conferences  |

#### **7. Information management**

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The number and/or percentage of students within each career type is charted                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students/counselors use a standard, hard copy form for keeping SEOP information                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students and counselors use computer programs (electronic portfolios) to manage student information |

#### **8. Teachers and classes**

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Classes dedicated solely to career exploration/life skills exist |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Guidance curriculum is integrated with existing classes          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teachers participate as career advisors in the SEOP process      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teachers are carefully selected for advisory positions           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teachers have access to the career goals of their students       |

#### **9. Career information delivery systems**

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students and counselors use computerized career information delivery systems (e.g., CHOICES)                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All students (including LD, resource, bilingual, etc) use career information delivery systems in a structured, systematic manner |

### C. CHANGES IN PROGRAM

10. Since the Comprehensive Guidance model was implemented, what positive changes have you noticed (*please include any documentation that you have to indicate these trends*)?
- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| More students use the career center more frequently                   | <input type="checkbox"/> | <input type="checkbox"/> |
| More students have revised their schedules based on SEOP goals        | <input type="checkbox"/> | <input type="checkbox"/> |
| More students are enrolling in math, science, and writing classes     | <input type="checkbox"/> | <input type="checkbox"/> |
| More students have developed post-secondary education/training plans  | <input type="checkbox"/> | <input type="checkbox"/> |
| More students are taking accelerated Applied Technology classes       | <input type="checkbox"/> | <input type="checkbox"/> |
| More class time has been devoted to guidance activities               | <input type="checkbox"/> | <input type="checkbox"/> |
| More parents have become involved in the SEOP process                 | <input type="checkbox"/> | <input type="checkbox"/> |
| More counselor time or resources have been devoted to SEOP activities | <input type="checkbox"/> | <input type="checkbox"/> |

### D. SEOP DOCUMENTATION

11. Which of the following types of student information are systematically considered as students create their career plans? Check all those that apply.

- ☐ Grades
- ☐ Results from aptitude tests and interest inventories
- ☐ Achievement test and college entrance exam scores
- ☐ Post-secondary plans (college entrance exams, admission requirements)
- ☐ Other identified talents and hobbies
- ☐ Longitudinal record of individual career goals
- ☐ Work history
- ☐ Samples of students' best academic work

12. SEOP documents enclosed in a student file or portfolio include:
- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| Data about the student's individual interests and abilities      | <input type="checkbox"/> | <input type="checkbox"/> |
| Reports on the student's previous academic performance           | <input type="checkbox"/> | <input type="checkbox"/> |
| Records of the student's current SEOP goals                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Longitudinal record of the student's career goals/decisions      | <input type="checkbox"/> | <input type="checkbox"/> |
| Records of achievement test and college entrance exam scores     | <input type="checkbox"/> | <input type="checkbox"/> |
| Information about the student's aptitude assessments             | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio containing samples of the students' best academic work | <input type="checkbox"/> | <input type="checkbox"/> |
| The student's work history                                       | <input type="checkbox"/> | <input type="checkbox"/> |

13. At which times do students typically access and use their SEOP information/ portfolios?  
Check all those that apply.

- ☐ During registration
- ☐ During their formal SEOP conference
- ☐ During other meetings with advisors/ counselors
- ☐ With parents
- ☐ During guidance activities other than the SEOP conference
- ☐ During other types of classes
- ☐ When working in the career center
- ☐ When results from aptitude tests are presented
- ☐ When results from achievement tests are presented
- ☐ Frequently on their own

#### E. CAREER EXPLORATION

14. Which of the following career exploration programs are offered? Check all those that apply and indicate the number of different local organizations (e.g., business, community, or service organizations) involved and the number of students directly benefitted.

	Yes	#of org.	# of students
Post-high school orientation program	<input type="checkbox"/>	_____	_____
Job shadowing (one-day or part-day activity)	<input type="checkbox"/>	_____	_____
Registered apprenticeships	<input type="checkbox"/>	_____	_____
Internships/cooperative programs	<input type="checkbox"/>	_____	_____
Career days/fairs	<input type="checkbox"/>	_____	_____
Career-related field trips	<input type="checkbox"/>	_____	_____
Parent orientation/critical issues programs	<input type="checkbox"/>	_____	_____
Guest speakers from community business/service organizations	<input type="checkbox"/>	_____	_____

15. Rate the quantity and quality of the resources used to introduce students to a wide range of career choices.

	Low	Mod	High
Filmstrips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentations by guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Career center characteristics:
- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| Students have open-access to career guidance software programs        | <input type="checkbox"/> | <input type="checkbox"/> |
| Job placement information is posted                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Scholarship information is posted                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Accommodates thirty or more students at a time                        | <input type="checkbox"/> | <input type="checkbox"/> |
| All students receive a formal orientation to the center               | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual students frequently use the center during and after school | <input type="checkbox"/> | <input type="checkbox"/> |
17. How are parents and/or students informed about the special career exploration activities and programs listed above?

Parents	Students	
—	—	Newsletters
—	—	Notes sent home with students
—	—	Letters mailed directly to parents
—	—	Announcements at school (School TV programs)
—	—	School marquees
—	—	Computer network messages
—	—	PTA announcements
—	—	Telephone calling network
—	—	News releases
—	—	Community/local newspaper

## F. PARTICIPATION

18. Estimate the percentage that would be most accurate and mark the appropriate box.
- |  | 0-20%                    | 21-40%                   | 41-60%                   | 61-80%                   | 81-100%                  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Percentage of counselors' time spent working directly with students                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Percentage of teachers that include career guidance activities as part of their curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Percentage of courses that visit the career center as a standard part of the class         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Percentage of teachers that act as advisors  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Percentage of students planning to take college entrance exams                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
19. Estimate the percentage of counselors' time devoted to the individual planning component of the SEOP: \_\_\_\_\_

☐ 10th

□ 11th

☐ 12th

SDS      ☐      grade(s) \_\_\_\_\_

ASVAB ☐ grade(s)

Choices ☐ grade(s) \_\_\_\_\_

Choices, jr. ☐ grade(s)

Other \_\_\_\_\_ grade(s) \_\_\_\_\_

grade(s)

- ☐ yes      ☐ no

- <50%  
50-70%  
71-80%  
81-90%  
91-95%  
96-100%

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

## H. COORDINATION

24. Coordination of SEOP programs with programs at **feeder schools**. Check all those school levels that apply.

Elementary  
Middle/JHS  
High School  
Other  
(ATC, college)

SEOP products for all students are received from or shared with:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEOP processes and products are jointly developed with representatives from:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The guidance curriculum has been jointly designed with representatives from:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance activities have been coordinated with guidance activities at:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____				

25. Rate the extent of district level support for SEOP processes and products in the following areas?

None  
Limited  
Moderate  
Extensive

Development of guidance curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEOP documentation/career planning forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inservice assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soliciting input about budget needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifying programs, course offerings, and curriculum to meet student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revising scheduling requirements and other district mandates to meet schools' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **I. OPEN ENDED QUESTIONS**

26. Characterize the major changes or improvements in your SEOP processes and products since gaining funding from the Comprehensive Guidance program?
27. List any courses and/or programs that have been added or dropped based on general trends in students SEOP goals in the last two years.
28. What positive effects has Comprehensive Guidance had on your SEOP process?
29. What obstacles to continued improvement have emerged?
30. Please list and describe some of the strengths of your program that could be shared with other schools.

Many schools have requested assistance in designing SEOP products, but the greatest assistance comes from those people testing products in their schools. If you have any samples of the following products, please send them along with your survey. We would like to share your successes with others and learn more about what is being done and how.

SEOP folders

Products from SEOP conferences

Guidance curriculum manuals or outlines

Goal or policy statements for the SEOP program

If you would like to receive examples of what other schools are doing in the aforementioned areas or additional feedback, please identify your school. The information will still be kept strictly confidential.

School Name: \_\_\_\_\_

APPENDIX B: A REPORT OF INTERVIEWS WITH SCHOOL COUNSELORS

---



APPENDIX B:  
A REPORT OF INTERVIEWS WITH SCHOOL COUNSELORS

*Lehi High School and Lehi Junior High School*

In Lehi, the junior high and high school work closely together to coordinate all of their counseling and guidance efforts. This coordination provides consistent means of support to students as they progress through school and move into the work force. The two schools meet twice a year, in the Fall and in the Spring, with an advisory group that consists of five students (one representative from each grade level 8-12), a city council member, an administrator, two or three teachers, and two sets of parents. In advisory meetings, SEOP processes are reviewed and revised as needed.

The counselors from the high school and junior high also have a biannual meeting where they coordinate their programs at a more specific level. Additional meetings are held whenever necessary. Each counselor also agrees to write an article for the local newspaper so that an article appears monthly. This level of coordination not only provides consistency for students in creating long term educational and occupational goals, it promotes a gradual sequencing of guidance activities. Guidance activities build on each other beginning at the elementary level, avoiding unnecessary repetition and drawing on students' previous experience. Although such coordination appears logical and simple, it has been the most consistently cited point of frustration in the developing SEOP processes and programs.

*Lehi Junior High School*

Meadow Elementary School is initiating a Student Educational Planning program this year with all students. Previously, no planning processes were instituted at the elementary schools that fed into Lehi Junior. The junior high counselors hope to build on this process.

Currently, the junior high counselors begin the SEOP program by meeting with sixth grade teachers each year. The counselors extend a presentation about the differences between elementary school and junior high and discuss how class schedules work. Parents are invited to this presentation. A 7th grade orientation is held in the Fall just prior to the start of the school year. These services help parents and students make a smooth transition into junior high.

Once in junior high, students receive guidance in group and individual settings. Counselors enter classrooms (Math in the 7th grade and English in the 9th) to inform students about the educational choices confronting them and how those choices will affect their careers. The counselors have found that when teachers are informed specifically about the content of the presentations, the presentations are well-planned and professionally delivered, and students benefit from the presentations, teachers are supportive of the guidance curriculum.

Students also receive group level guidance through career days. Students, after participating in an interest inventory or occupational search activity depending on their grade level,

select three careers that they want to explore. At the career day, they collect information about those careers. Results from the interest inventories and occupational search as well as the selected careers are filed in the students' SEOP folders, which progress with them into high school.

Students receive individualized educational and occupational guidance from counselors through SEOP conferences. These conferences are held in early Spring and parents are strongly encouraged to attend. At the 7th grade level, about 50% of parents attended the conferences. At the 8th grade level, 80% of parents were in attendance and in many cases both parents were present. The conferences, which last between 10-15 minutes, allow students and parents to select courses and discuss career development in light of information about the individual students' academic performance, achievement test scores, and interest inventory results. Lehi junior uses Holland Codes at the 7th grade, CHOICES Jr. at the 8th grade, and OOH training at the 9th grade.

In 9th grade English classes, students receive a presentation about high school graduation, work force changes, and the two year college option. Two high school students also participate in this presentation. One student expresses how poor choices in the early high school years were difficult to overcome and the other expresses how good choices early were very beneficial.

Junior high counselors noted that lack of time, due to excessively high student to counselor ratios, was the biggest barrier to continued improvement of SEOP processes. The amount of time required for quality SEOP processes infringes on the responsive services.

#### *Lehi High School*

The high school counselors come down to the junior high in the Spring to have individual SEOP conferences with 9th grade students. These conferences, which are held at each grade level, last between 10-20 minutes. In order to economize time, students do not select the counselor they wish to work with.

SEOP folders that follow students from junior high to high school contain a listing of graduation requirements for the general, two-year, and four-year college tracks. They also include a space to record career goals, classes related to those goals, a list of courses completed four year plan, and a table of essential skills. Students retain a copy of their proposed four year plan. By referring to the folders, counselors are able to lead students through a meaningful discussion about course selection and registration. Also, students learn more about the relevancy of their educational decisions.

A Career Course is offered at Lehi High School. The course run for six weeks opposite Driver's Education. The course is taught by Driver's Education teachers, counselors, and guest speakers. Through the course, students learn to use CHOICES and receive the results of the CPP. A placement specialist reviews the SEOP goals of juniors and seniors to identify those students who would be interested in the guest speakers appearing in the Career Class; these students are invited to attend presentations relevant to their career interests.

The CPP is taken by all sophomores in October; the results are explained to students, but no further action is taken with the results. Also, sophomores use the CHOICES career inventory, but they do not create their schedules based on the CHOICES output. Class schedules are designed individually in the SEOP conference with the assistance of the counselors and parents. Approximately 80% of parents attend the conferences.

### *Wasatch High School*

WHS now has three counselors and approximately 1000 students. From the 8 through the 12 grade they help promote effective student planning for future educational and occupational choices. They use a pattern of meeting students in small groups and then working with a student and his or her parents individually. At the eighth grade they are enlisting the student in the planning process and essentially accept what ever is the students choice, (professional athlete, nuclear physicist, or something more realistic). However they encourage a strategy of keeping all the student's options open--meaning a good background in the basic skills with four years of math and English.

In later meetings the counselors confront the student with the reality of their choices, if the students haven't already moved toward more realistic career choices. As part of this process they bring up the advantages of obtaining a two year degree before transferring to university program. They have completed a degree and have it to fall back on if they need it.

The instruments they administer include the COPS at the 8th grade, the CPP at the 9th, CHOICES, and PLAN at the 10th, and the ASVAB at the 11th. They keep the students career plan and test results in individual folders; they plan on creating a portfolio system soon to accumulate examples of a students best work.

The counselors emphasized the importance of administrative support in the success of their program. They have also been very successful in enlisting a number of teachers who cooperate with them in variety of ways.

The counselors have planned contact with parents all four years; the rate of parental participation is very high, e.g. 90% in the 9th grade and about 87% in the 10th.

At the 12 grade, the counselors have two individual contacts with each student to ensure that their four year plans are intact. The counselors take every opportunity to relate student decision making to their career choices. Thus all class changes are discussed in the context how the changes fit into their career plans.

A feature at this school which we had not encountered elsewhere was how they referred potential dropouts to the JOB Corps. The students so referred have benefitted from the experience.

### *Roy High School*

The Roy High School career planning program has been developed as an integral part of the school's Comprehensive Guidance Program. All students grades nine through twelve develop or review a Student Educational and Occupational Plan (SEOP) with parent and school representative involvement annually. The program makes use of a variety of career exploration computer software and makes use of strong School/community skills standards are integrated into the career planning process. The program is evaluated through the use of student portfolios and student "Skills Standards" assessment.

The school initiated the SEOP program in 1989, and it has been fully implemented since 1991. Every student is expected to have a plan and meet at least once a year with school personnel and parents to discuss and evaluate educational and career goals. A computer network enables students to access a variety of information resources. The program also makes use of a variety of assessment tools.

The career planning process is guided by a school steering committee. Committee members representing business, agencies, parents, and students have established student proficiency standards and action plans including a career planning process involving students and parents. The purpose of the Student Educational and Occupational Plans (SEOP) is to communicate to teachers, counselors, academic advisors, and administrators as well as students and parents through regularly scheduled newsletters and open forums held during the evening.

The school's counselors have allocated 30 percent of their time to the SEOP process. All teachers serve as student advisors for approximately 25 advisees. Advisors provide students with educational and occupational information, conduct career planning activities, and monitor student progress. School personnel including teachers, counselors, and administrators meet one or more times each year with students and their parents to develop or refine the student's career goals. The school counselors work with feeder schools to extend the program down to grades seven and eight.

A number of collaborative partnerships have been formed in support of the career planning process. These partnerships provide students opportunities to participate in career fairs and job shadowing experiences. The Critical Workplace Skills program, a result of business/community collaboration, defines essential job skills and establishes a competency-based curriculum and assessment process to assure that students seeking placement, internships, and apprenticeship opportunities are properly prepared. A Partnership Recognition Program is in place to recognize and reward employers and agencies which contribute to the school's career planning and preparation program.

The student's SEOP is documented in several ways: An SEOP plan is kept on file for every student, documentation (ATAG) is inserted in the district's A\$400 computer system, and a copy of the SEOP is provided to each student for his/her career portfolio. Documentation of SEOP meetings are tallied at the end of each year and analyzed for program implications.

The program is developmental nine through twelve with structured career planning activities provided for students each year. Career related competencies have been defined for communication, critical/creative thinking, social and personal relationships, self-motivation and adaptability, preparation for post-high school, and career development. Students can demonstrate competency in these skill areas on a self-paced basis.

### *Crescent View Middle School*

This school has about 1350 students and 2 counselors. They have been pursuing Comprehensive Guidance program activities for about 5 years. Schools without such a program typically have counselors doing administrative support work rather than working with students. At Crescent View Middle School the counselors attempt to reach all students by helping them acquire competencies in self knowledge, educational and occupational exploration and career planning.

The program consists of four components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support.

The counselor-presented activities in the classroom at the various grade levels include:

Grade 7 - The gender stereotyping activity, the Choices Jr. Computer Interest Survey, The Hartman Color Code, the Student Educational Occupational Plan, and a music and technology activity.

Grade 8- The Career Orientation Placement Evaluation Survey, Choices Computer Software, Hot Jobs for the 90's, Work Related Laws and Job Finding Skills, Student Education Occupational Plan and Career Portfolio Development.

Grade 9 - The Holland Self Directed Search, Choices Computer Software, Career Portfolio Development, The Career Placement Program, and the Student Occupational Plan.

A procedure the counselors use that has proved very beneficial is an arrangement with a nearby high school that requires a four year plan signed by the parents before a student can enroll in high school. The counselors emphasize a variety of activities as part of the SEOP process, not just the document itself.

A very important part of a successful SEOP program is enlisting faculty support. This leverages the influence of the counselor and broadens the range of SEOP activities. At Crescent View, the counselors use presentations to the faculty, surveys of the faculty asking how can I help and word of mouth from parents and other faculty members to enlist other teachers.

### *Central Davis Junior High*

This school has two regular counselors and a teacher counselor who teaches career classes. They serve approximately 1350 students. The school works to serve all students, not just the academically advantaged. For the at-risk students they provide special services in registration and regular counseling sessions in school and after school. At-risk students are identified prior to their entry into junior high so that needed services are provided early in a proactive manner.

Incoming 6th grade student and parents meet in groups and individually with school counselors in February or March to establish a preliminary schedule of classes for the following year. Like the other students in the school they get a final schedule in July. Only a very small percentage of students do not receive their original choices of classes. The process of registration and the establishing of career goals is highly computerized and becoming more sophisticated every year.

Students and Parents are invited to the school every year (7th, 8th, and 9th) as part of the schools SEOP- registration process. The counselors are in the process of enlisting all the English, math, and social studies teachers to handle the SEOP assignment as part of their classes for a particular grade level. This process is part of an accompanying strategy of getting a high speed computer for each teacher. Teachers are enlisted mostly through personal contact. The more effective counselors, as exemplified in this school as well in others, succeed in enlisting the support of the their administration and the faculty through sharing their beliefs and finding common goals that can be pursued with joint efforts. This process significantly leverages the power and influence of a small counseling staff.

The students are encouraged to accumulate relevant material in their portfolios in career classes at the 7th and the 10th grades. However, this process is not systematically organized or facilitated on a school wide basis.

APPENDIX C  
Percent of Schools Reponding to the Item Alternatives of the Survey:  
Comprehensive Guidance and the Seop Process  
A Survey for Counselors

---



Percent Responding Yes  
JHS HS TOTAL

**A. GOALS AND PREPARATION**

1. Do the following statements apply to your program?

89%	97%	95%	The school actively schedules SEOP conferences with parents (making personal phone calls when necessary)
67%	79%	76%	The school organizes meetings (e.g., PTA, Orientation, Back-to-School Night, etc.) at which parents are informed about SEOP processes
33%	27%	29%	The PTA helps contact and inform parents
78%	85%	83%	A policy statement or folder exists that precisely outlines the SEOP program
78%	76%	76%	All teachers receive memos about SEOP activities
44%	52%	50%	All teachers receive inservice/training on SEOP processes

2. Progress toward achieving the goals of the SEOP program is evaluated by:

89%	88%	88%	A steering committee of counselors, educators and/or parents
78%	70%	71%	Students' and parents' assessments of SEOP programs
00%	27%	21%	Written evaluations from students in exit interviews upon H.S. graduation
56%	85%	79%	Evaluations by counselors or teachers in advisory positions

3. What role does the school administration play in the SEOP program?

56%	49%	50%	Organize special faculty meetings
44%	64%	60%	Provide/require inservicing on SEOP program
78%	91%	88%	Create and support school goals related to SEOP
67%	64%	64%	Participating in an active role in the SEOP process

4. Community members help develop and improve SEOP processes by:

11%	15%	14%	Donating money for career development activities/ programs
00%	27%	21%	Donating computer programs, written material, or other resources for career development
11%	79%	64%	Offering opportunities for internships, cooperatives, registered apprenticeships, job shadowing, etc.
67%	88%	83%	Providing personnel for career fairs, guest speakers, or field trips
89%	67%	71%	Participating in groups (advisory or steering committee) that review and manage SEOP processes

## B. SEOP CHARACTERISTICS

Does the characteristic describe your SEOP process? Check this box if the characteristic was added or refined as part of the CG\* program

\* CG—Comprehensive Guidance

PERCENT RESPONDING YES			ADDED		
JHS	HS	TOTAL	JHS	HS	TOTAL
89%	97%	95%	56%	49%	50%
89%	91%	91%	56%	46%	48%
78%	94%	91%	11%	42%	36%
100%	100%	100%	56%	24%	31%
100%	94%	95%	11%	09%	10%
78%	94%	91%	22%	18%	19%
89%	91%	91%	11%	30%	26%
11%	82%	67%	00%	46%	36%
100%	100%	100%	67%	42%	48%
22%	33%	31%	11%	24%	21%
100%	97%	98%	44%	30%	33%
56%	52%	52%	22%	24%	24%
67%	67%	67%	56%	27%	33%
100%	100%	100%	56%	27%	33%
56%	61%	60%	11%	18%	17%
33%	42%	41%	22%	09%	12%
67%	94%	88%	22%	24%	24%
89%	100%	98%	78%	21%	33%
89%	91%	91%	56%	21%	29%

## CHARACTERISTICS

### 5. Student Plans

A four or five year plan is developed by all students  
Students formally revise/extend their four/five year plans annually  
These plans address *specific* post-secondary activities/training

### 6. SEOP Processes

Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference

Resource, bilingual, learning disabled, and at-risk students receive equal treatment in SEOP processes

Students meet individually with an advisor/counselor

All students select a job cluster, academy, or career major

School-to-work initiatives (registered apprenticeships, tech prep, academy programs, internships, etc) are linked to SEOP goals

Guidance curriculum activities provide orientation to SEOP conferences

### 7. Information management

The number and/or percentage of students within each career type is charted

Students/counselors use a standard, hard copy form for keeping SEOP information

Students and counselors use computer programs (electronic portfolios) to manage student information

### 8. Teachers and classes

Classes dedicated solely to career exploration/life skills exist

Guidance curriculum is integrated with existing classes

Teachers participate as career advisors in the SEOP process

Teachers are carefully selected for advisory positions

Teachers have access to the career goals of their students

### 9. Career information delivery systems

Students and counselors use computerized career information delivery systems (e.g., CHOICES)

All students (including LD, resource, bilingual, etc) use career information delivery systems in a structured, systematic manner

Percent Responding Yes		
JHS	HS	TOTAL

### C. CHANGES IN PROGRAM

10. Since the Comprehensive Guidance model was implemented, what positive changes have you noticed (*please include any documentation that you have to indicate these trends*)?

22%	79%	67%	More students use the career center more frequently
67%	79%	76%	More students have revised their schedules based on SEOP goals
56%	58%	57%	More students are enrolling in math, science, and writing classes
89%	88%	88%	More students have developed post-secondary education/training plans
33%	55%	50%	More students are taking accelerated Applied Technology classes
100%	85%	88%	More class time has been devoted to guidance activities
89%	85%	86%	More parents have become involved in the SEOP process
100%	97%	98%	More counselor time or resources have been devoted to SEOP activities

### D. SEOP DOCUMENTATION

11. Which of the following types of student information are systematically considered as students create their career plans? Check all those that apply.

78%	97%	93%	Grades
89%	100%	98%	Results from aptitude tests and interest inventories
78%	97%	93%	Achievement test and college entrance exam scores
56%	97%	88%	Post-secondary plans (college entrance exams, admission requirements)
78%	88%	86%	Other identified talents and hobbies
56%	58%	57%	Longitudinal record of individual career goals
00%	49%	38%	Work history
00%	33%	26%	Samples of students' best academic work

12. SEOP documents enclosed in a student file or portfolio include:

89%	94%	93%	Data about the student's individual interests and abilities
67%	94%	88%	Reports on the student's previous academic performance
100%	100%	100%	Records of the student's current SEOP goals
89%	79%	81%	Longitudinal record of the student's career goals/decisions
56%	91%	83%	Records of achievement test and college entrance exam scores
56%	94%	86%	Information about the student's aptitude assessments
00%	15%	12%	Portfolio containing samples of the students' best academic work
00%	27%	21%	The student's work history

Percent Responding Yes

JHS HS TOTAL

			13. At which times do students typically access and use their SEOP information/ portfolios? Check all those that apply.
89%	97%	95%	During registration
89%	100%	98%	During their formal SEOP conference
67%	85%	81%	During other meetings with advisors/ counselors
56%	79%	74%	With parents
44%	76%	69%	During guidance activities other than the SEOP conference
22%	36%	33%	During other types of classes
11%	55%	45%	When working in the career center
44%	67%	62%	When results from aptitude tests are presented
56%	52%	52%	When results from achievement tests are presented
00%	30%	24%	Frequently on their own

E. CAREER EXPLORATION

14. Which of the following career exploration programs are offered? Check all those that apply and indicate the number of different local organizations (e.g., business, community, or service organizations) involved and the number of students directly benefitted.

				Average Number of Organizations		
				<u>JHS</u>	<u>HS</u>	<u>Total</u>
33%	91%	79%	Post-high school orientation program	1.33	8.8	8.12
00%	33%	26%	Job shadowing (one-day or part-day activity)	.00	21.82	21.8
00%	39%	31%	Registered apprenticeships	.00	4.00	4.00
00%	58%	45%	Internships/cooperative programs	.00	24.05	24.0
56%	76%	71%	Career days/fairs	11.2	26.00	23.53
33%	67%	60%	Career-related field trips	.00	6.64	5.8
11%	42%	36%	Parent orientation/critical issues programs	.00	3.71	3.47
44%	91%	81%	Guest speakers from community business/service organizations	7.75	11.97	11.4

JHS			HS			TOTAL			15. Rate the quantity and quality of the resources used to introduce students to a wide range of career choices.
Low	Mod	High	Low	Mod	High	Low	Mod	High	
67%	22%	00%	73%	09%	00%	71%	12%	00%	Filmstrips
22%	78%	00%	15%	52%	33%	17%	57%	26%	Videos
11%	44%	33%	09%	36%	55%	10%	38%	50%	Printed materials
22%	33%	44%	03%	18%	79%	07%	21%	71%	Computer programs
22%	33%	44%	09%	49%	42%	12%	45%	43%	Presentations by guest speakers

Percent Responding Yes

JHS HS TOTAL

44% 100% 88%  
11% 79% 64%  
00% 97% 76%  
00% 58% 45%  
22% 55% 48%  
11% 73% 60%

16. Career center characteristics:

Students have open-access to career guidance software programs  
Job placement information is posted  
Scholarship information is posted  
Accommodates thirty or more students at a time  
All students receive a formal orientation to the center  
Individual students frequently use the center during and after school

Percent Responding Yes

JHS HS TOTAL JHS HS TOTAL  
Parents Students

56% 67% 64% 56% 55% 55%  
33% 39% 38% 44% 30% 33%  
33% 85% 74% 33% 37% 36%  
33% 12% 17% 67% 85% 81%  
22% 30% 29% 22% 46% 41%  
00% 06% 05% 00% 12% 10%  
22% 39% 36% 11% 27% 24%  
22% 28% 26% 11% 18% 17%  
11% 49% 41% 11% 42% 36%  
44% 70% 64% 44% 61% 57%

17. How are parents and/or students informed about the special career exploration activities and programs listed above?

Newsletters  
Notes sent home with students  
Letters mailed directly to parents  
Announcements at school (School TV programs)  
School marquees  
Computer network messages  
PTA announcements  
Telephone calling network  
News releases  
Community/local newspaper

F. PARTICIPATION

Percent Responding  
JHS HS TOTAL

18. Estimate the percentage that would be most accurate and mark the appropriate box.

00% 00% 00%  
00% 03% 02%  
33% 18% 21%  
33% 58% 52%  
33% 21% 24%

Percentage of counselors' time spent working directly with students

0-20%  
21-40%  
41-60%  
61-80%  
81-100%

33% 15% 19%  
22% 39% 36%  
44% 27% 31%  
00% 15% 12%  
00% 03% 02%

Percentage of teachers that include career guidance activities as part of their curriculum

0-20%  
21-40%  
41-60%  
61-80%  
81-100%

67% 64% 64%  
11% 30% 26%  
00% 03% 02%  
00% 03% 02%  
00% 00% 00%

Percentage of courses that visit the career center as a standard part of the class

0-20%  
21-40%  
41-60%  
61-80%  
81-100%

Percent Responding  
JHS HS TOTAL

18. Continued

56% 55% 55%  
00% 06% 05%  
00% 00% 00%  
00% 03% 02%  
44% 36% 38%

Percentage of teachers that act as advisors

0-20%  
21-40%  
41-60%  
61-80%  
81-100%

00% 00% 00%  
00% 00% 00%  
11% 09% 10%  
33% 70% 62%  
22% 21% 21%

Percentage of students planning to take college entrance exams

0-20%  
21-40%  
41-60%  
61-80%  
81-100%

28% 36% 34%

19. Estimate the percentage of counselors' time devoted to the individual planning component of the SEOP

**G. STUDENT PLANS**

20. At which grade levels do all students systematically complete or review formal SEOP plan (only fill in the grades that apply to your school)?

22%  
89%  
89%  
89%

6th  
7th  
8th  
9th  
10th  
11th  
12th

100%  
88%  
91%

Percent Reporting Use  
JHS HS TOTAL

00% 00% 00%  
22% 24% 24%  
11% 88% 71%  
44% 52% 50%  
11% 15% 14%  
11% 18% 17%  
22% 33% 31%  
00% 88% 69%  
44% 91% 81%  
67% 09% 21%  
44% 45% 45%

DAT  
GATB  
PLAN  
CPP  
Job-O  
COPS  
SDS  
ASVAB  
Choices  
Choices, Jr.  
Other

21. What instruments are administered at one or more grade levels in your school?

Percent Responding  
JHS HS TOTAL

33% 55% 50%

22. Are alternate provisions of interest inventory/aptitude tests made for special populations? (e.g., resource, bilingual, learning disabled, at risk).

23. Estimate the percentage that would be most accurate and mark the appropriate box.

Percentage of students attending SEOP conferences

11%	06%	07%
00%	15%	12%
00%	06%	05%
33%	12%	17%
00%	30%	24%
56%	30%	36%

< 50%

50-70%

71-80%

81-90%

91-95%

96-100%

Percentage of students planning post-secondary education/training

00%	00%	00%
00%	09%	07%
00%	21%	17%
22%	30%	29%
33%	33%	33%
00%	06%	05%

< 50%

50-70%

71-80%

81-90%

91-95%

96-100%

Percentage of students who have completed a formalized career plan

11%	15%	14%
11%	15%	14%
00%	09%	07%
44%	21%	26%
22%	21%	21%
11%	15%	14%

< 50%

50-70%

71-80%

81-90%

91-95%

96-100%

Percentage of students who pursue a high school schedule that is consistent with career guidance and prepares them for post high school training and/or a job

00%	12%	10%
22%	18%	19%
11%	21%	19%
11%	36%	31%
33%	06%	12%
00%	03%	02%

< 50%

50-70%

71-80%

81-90%

91-95%

96-100%

Percentage of parents attending SEOP conferences

11%	09%	10%
00%	09%	07%
11%	15%	14%
44%	39%	41%
22%	18%	19%
11%	09%	10%

< 50%

50-70%

71-80%

81-90%

91-95%

96-100%

Percent Responding Yes  
JHS HS TOTAL

## H. COORDINATION

24. Coordination of SEOP programs with programs at **feeder schools**. Check all those school levels that apply.

33%	09%	14%
44%	64%	60%
89%	24%	38%
11%	18%	17%

SEOP products for all students are received from or shared with:

Elementary  
Middle/JHS  
High School  
Other (ATC, college)

22%	03%	07%
33%	67%	60%
78%	36%	45%
11%	18%	17%

SEOP processes and products are jointly developed with representatives from:

Elementary  
Middle/JHS  
High School  
Other (ATC, college)

00%	06%	05%
44%	55%	52%
67%	49%	52%
11%	15%	14%

The guidance curriculum has been jointly designed with representatives from:

Elementary  
Middle/JHS  
High School  
Other (ATC, college)

11%	03%	05%
33%	58%	52%
67%	39%	45%
00%	18%	14%

Guidance activities have been coordinated with guidance activities at:

Elementary  
Middle/JHS  
High School  
Other (ATC, college)

25. Rate the extent of district level support for SEOP processes and products in the following areas?

00%	09%	07%
22%	15%	17%
22%	33%	31%
56%	42%	45%

Development of guidance curriculum

None  
Limited  
Moderate  
Extensive

22%	09%	12%
00%	12%	10%
11%	21%	19%
67%	55%	57%

SEOP documentation/career planning forms

None  
Limited  
Moderate  
Extensive

11%	09%	10%
00%	18%	14%
44%	24%	29%
44%	49%	48%

Inservice assistance

None  
Limited  
Moderate  
Extensive

Percent Responding Yes  
JHS HS TOTAL

25. Continued

00%	12%	10%	Networking
22%	21%	21%	None
44%	27%	31%	Limited
33%	39%	38%	Moderate
			Extensive
00%	15%	12%	Joint planning
11%	15%	14%	None
33%	39%	38%	Limited
44%	30%	33%	Moderate
			Extensive
11%	09%	10%	Soliciting input about budget needs
00%	21%	17%	None
67%	33%	41%	Limited
22%	36%	33%	Moderate
			Extensive
11%	06%	07%	Modifying programs, course offerings, and curriculum to meet student needs
33%	27%	29%	None
33%	36%	36%	Limited
22%	30%	29%	Moderate
			Extensive
11%	06%	07%	Revising scheduling requirements and other district mandates to meet schools' needs
11%	30%	26%	None
56%	37%	41%	Limited
22%	27%	26%	Moderate
			Extensive

